



# **Committee Meeting Agenda**

**April 12, 2017 – 6:30 p.m.**

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- 1. Call to Order**
- 2. Consideration of Agenda**
  - 2.1 Additions/Deletions to Agenda
  - 2.2 Approval of Agenda
- 3. Appointments**
- 4. Approval of Committee Notes**
  - 4.1 Amendment/Correction of Notes
  - 4.2 Approval of Committee Notes – March 8, 2017
- 5. Presentations**
- 6. Reports from Senior Administration**

## **7. Reports from Trustees and Standing Committees**

- 7.1 Chair's Report
- 7.2 Trustees Report
- 7.3 Building & Maintenance
- 7.4 Finance & Human Resources
- 7.5 Education Policy
- 7.6 Advocacy Committee
- 7.7 Transportation

## **8. Reports from Special Committees/Task Groups**

- 8.1 Alberta School Boards' Association Zone 2/3
- 8.2 Public School Boards' Association of Alberta
- 8.3 Teacher Board Advisory Committee (Policy Advisory – ATA)
- 8.4 Labour Management Committee (Policy Review – CUPE)
- 8.5 Community Services Advisory Board

## **9. New Business**

9.1 Policy Tracker

9.2 Policy B/I/3 – Committees of the Board

9.3 Policy G/I/1 – Alternate Learning Opportunity

9.4 Policy G/I/3 – English as a Second Language

9.5 Policy G/II/5 – Child Abuse and Neglect

9.6 Book Award Rate/Class

9.7 Central Office – Modernization Proposal

## **10. Question Period**

## **11. Unfinished Business**

## **12. Information Items**

12.1 School Nutrition Program Expansion

## **13. Pending List**

## 14. **Adjournment**



# Notes of the Meeting of The Committee of the Whole Held at Morinville on March 8, 2017

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## Roll Call

Present were Trustees: Ms. Tracy Nowak (Chair); Mrs. Shelley Porter (Vice Chair); Mrs. Misty Featherley; Mr. Terry Jewell; Mrs. Liz Kohle; Mrs. Wendy Miller; Dr. Michèle Dick (Superintendent); Mrs. Iva Paulik (Secretary Treasurer); Mrs. Ruth Kuik (Associate Superintendent, Education Services); Mr. Thomas Holmes (Associate Superintendent, Human Resources & Leadership Support).

## Call to Order

The Vice Chair called the meeting to order at 6:29 p.m.

## Consideration of Agenda

### 2.1 Additions/Deletions to Agenda

### 2.2 Approval of Agenda

Moved by Ms. Nowak that the agenda be approved.

CARRIED 6/0

## Appointments

There were no appointments.

## Approval of Committee Notes

### 4.1 Amendment/Correction of Notes

## **4.2 Approval of Committee Notes**

Moved by Mr. Jewell that the notes of March 8, 2017 be approved.

CARRIED 6/0

## **Presentations**

There were no presentations.

## **Reports from Senior Administration**

### **6.0 Senior Admin Report**

Dr. Dick presented a verbal and written report on behalf of Senior Admin on the following:

- Grants and Donations to Sturgeon Public School Division Schools
- Sturgeon Public School Division Online Performance Report
- Child Intervention Overview

## **Reports from Trustees and Standing Committees**

### **7.1 Chair's Report**

No report was provided.

### **7.2 Trustees' Reports**

No reports were provided.

### **7.3 Building**

No report was provided.

**7.4 Finance & Human Resources**

No report was provided.

A Budget Meeting is scheduled for March 14, 2017 and May 3, 2017.

**7.5 Education Policy**

A verbal report was provided.

**7.6 Advocacy**

Mrs. Featherley provided a verbal report:

- The Advocacy work that is being done will soon be ready to be included on the Sturgeon Public School Division website.
- Presented the draft form for the naming of the New School in Morinville.
- Possible sponsorship of Alberta School Council Association Conference fees.

Moved by Ms. Nowak that the Board of Trustees refer the approval of the reimbursement fee of \$350.00 per school for the Alberta School Council Association Conference to the March 22, 2017 Board Meeting.

CARRIED 6/0

**7.7 Transportation**

No report was provided.

A Transportation Committee Meeting is scheduled for March 23, 2017.

**Reports from Special Committees/Task Groups****8.1 Alberta School Boards Association Zone 2/3**

A verbal report was provided.

**8.2 Public School Boards Association of Alberta**

No report was provided.

**8.3 Teacher Board Advisory Committee (ATA)**

No report was provided.

**8.4 Labour Management Committee (CUPE)**

No report was provided.

**8.5 Community Services Advisory Board**

A verbal report was provided.

**New Business****9.1 Policy Tracker**

Received as information.

**9.2 Policy D/II/9 – School Inclement Weather Policy**

Moved by Mrs. Miller that the Board of Trustees refer Policy D/II/9 – School Inclement Weather Policy to the March 22 , 2017 Board Meeting.

CARRIED 6/0

**9.3 Policy F/II/2 – Field Trips**

Moved by Mr. Jewell that the Board of Trustees refer Policy F/II/2 – Field Trips to the March 22, 2017 Board Meeting.

CARRIED 6/0

**9.4 Policy G/I/4 – Learning Support Services**

Moved by Mrs. Kohle that the Board of Trustees refer Policy G/I/4 – Learning Support Services to the March 22, 2017 Board Meeting.

CARRIED 6/0



**9.5 Policy H/I – Video Surveillance and Recording in Schools**

Moved by Mrs. Featherley that the Board of Trustees refer Policy H/I – Video Surveillance and Recording in Schools to the March 22, 2017 Board Meeting.

CARRIED 6/0

**9.6 2018 – 2019 Capital Plan Priorities**

Moved by Ms. Nowak that the Board of Trustees refer 2018 – 2019 Capital Plan Priorities to the March 22, 2017 Board Meeting.

CARRIED 6/0

**9.7 2017 – 2018 Instructional Material Fees**

Moved by Mr. Jewell that the Board of Trustees 2017 – 2018 Instructional Material Fees to the May 10, 2017 Committee of the Whole Meeting.

CARRIED 6/0

**Question Period****Unfinished Business****Information Items****Pending List****Adjournment**

The meeting adjourned at 7:08 p.m.

**Discussions on items are held at Committee of the Whole Meetings.  
Decisions on items are made at Board Meetings.**



## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Senior Administration  
Subject: Seniors Report

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### Healthy Interactions

Attached for Trustee information is a Healthy Interactions Program Evaluation Report as a result of staff surveys completed in 2009 and 2013.

### Field Trips

Attached for Trustee information is a memo regarding recently approved school field trips.



# Healthy Interactions Report

April 12, 2017



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## Executive Summary

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The Human Resources Department, in conjunction with the Organizational Health and Wellness Steering Committee, completed a program evaluation of Healthy Interactions as a follow up to staff surveys completed in 2009 and 2013.

Healthy Interactions Facilitators started a review of new Healthy Interactions Materials during a 5-year plan starting in 2010. The Alberta Teachers' Association created a minor update to Healthy Interactions in 2015 and Sturgeon Public School Division has now completed a review of all new materials with staff. The Alberta Teachers' Association has no plan to update Healthy Interactions materials in the foreseeable future. Sturgeon Public School Division has continued to promote topics in Healthy Interactions specific to our jurisdiction on emotional intelligence, creating effective teams, and managing conflict involving information technology.

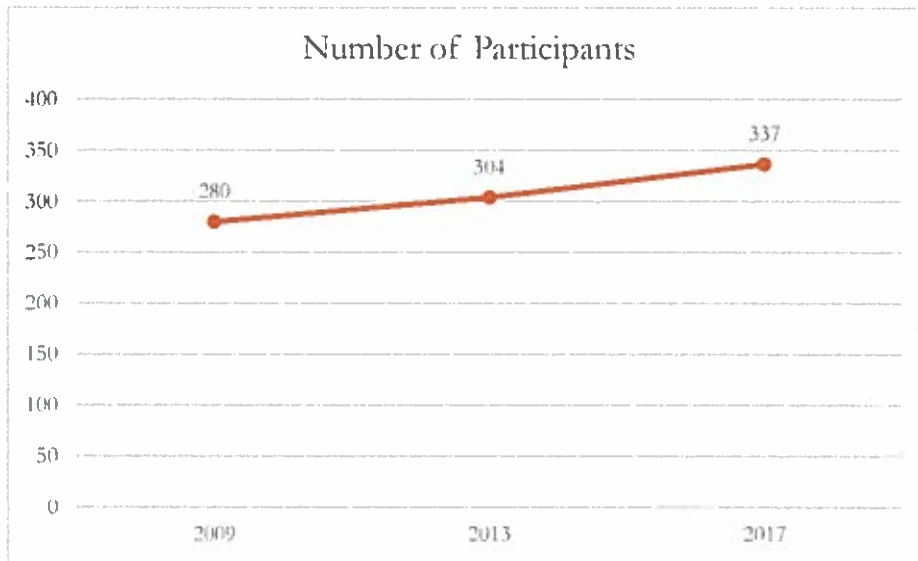
Sturgeon staff were asked to respond to a series of brief questions using Google Forms. The questions in the survey were consistent in 2009, 2013 and 2017 to provide time over time comparisons. Note that administration transitioned to the use of Google Forms in 2017 from Survey Monkey in 2009 and 2013 to reduce costs associated with collecting the data.

- Number of Participants: 337 staff
- 23% of staff responded with the opinion that the need for conflict resolution techniques in their school / workplace is increasing.
- 74% of staff responded that HI teaches an effective way of addressing interpersonal conflict and maintaining healthy relationships.
- 53% of staff responded that HI is effective in responding to conflict between staff and parents.
- 65% of staff responded that HI is effective in responding to conflict between staff and other staff.
- 50% of staff responded that HI activists held during regular staff meetings are beneficial.
- 66% of staff responded with the opinion that Sturgeon Public School Division should continue to support the Healthy Interactions program.
- Qualitative comments from staff provided the following themes for consideration:
  - Staff believe HI has become part of division culture.
  - Staff support training for new staff and provisions for regular HI updates.
  - Evolve HI into other topics including student behaviour management, issues relating to email/texting/social media, enhancing parental knowledge of HI and managing stress/workload.

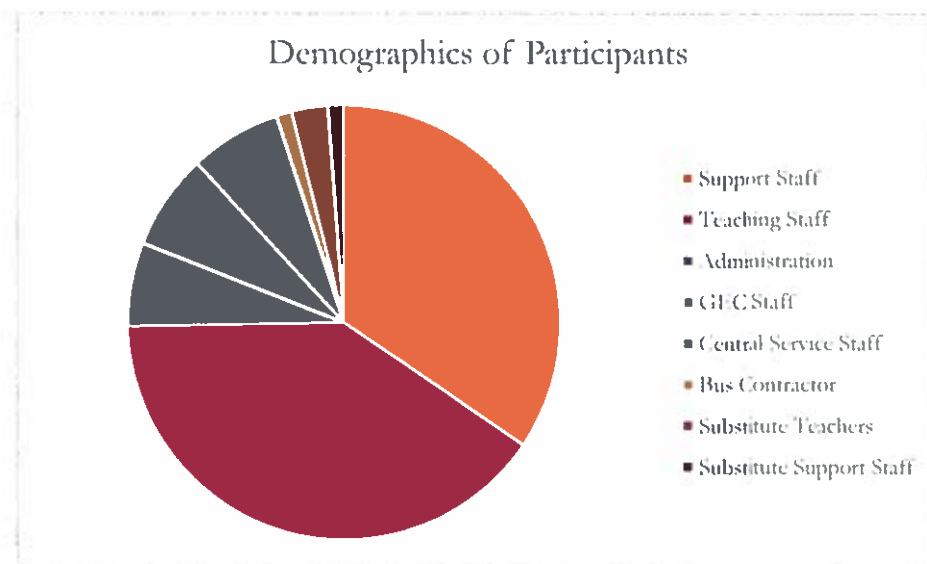
# Survey Results

## Participation

The number of Sturgeon Public School Division staff that have participated in the Healthy Interaction survey has steadily increased since our first survey in 2009. In 2017, we had a total of 337 staff responses.

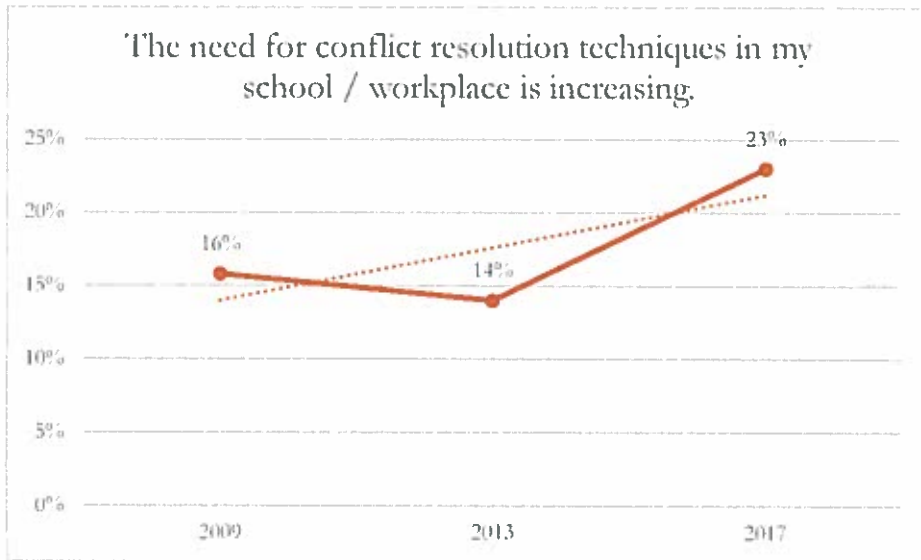


In 2017, we had an inclusive selection of Sturgeon staff that completed the survey in comparison to all teachers and support staff in 2009.



## Need for Conflict Resolution

Sturgeon staff were asked to rate the need for conflict resolution techniques in their school / workplace and whether it was increasing or decreasing in their school/workplace. 23% of staff identified the need for conflict resolution as increasing in their school/workplace.

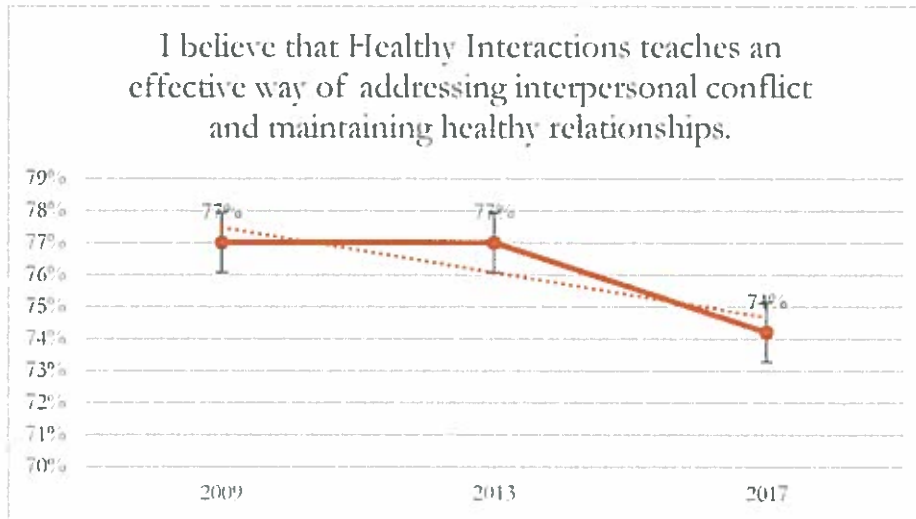


*Comment: Trendline (dotted line) demonstrates a steady increase in the need for conflict resolution in schools/workplace as determined from staff responses.*



## Effectiveness of HI

Sturgeon staff were asked to determine whether they believed Healthy Interactions teaches an effective way of addressing interpersonal conflict and maintaining health relationships. 74% of staff identified HI as effective in addressing interpersonal conflict.

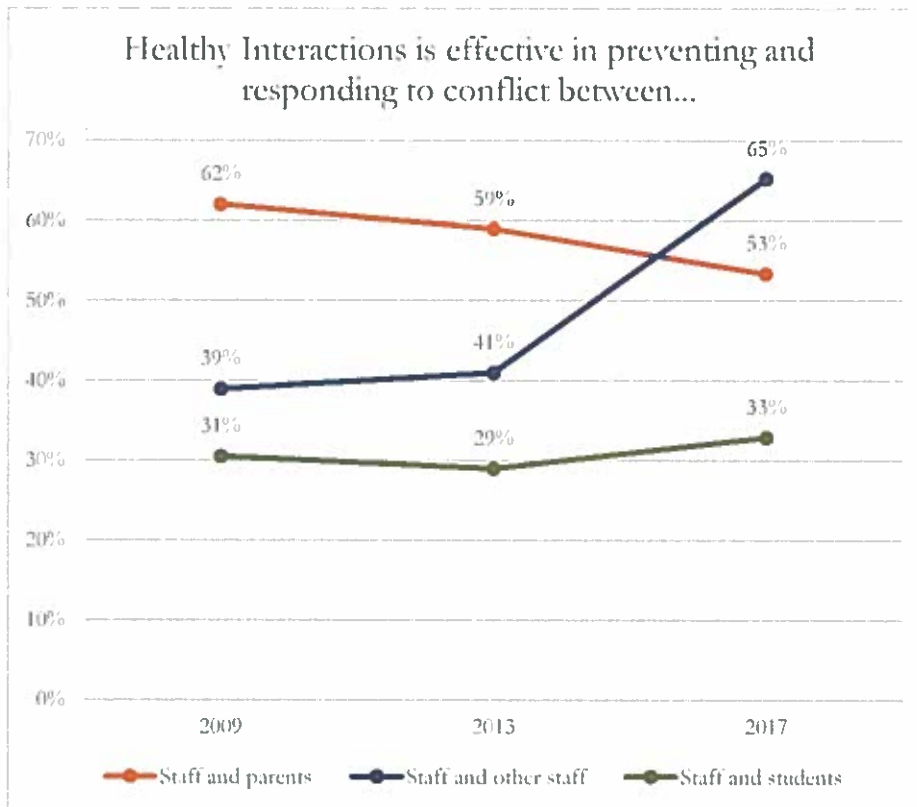


*Comment: Trendline (dotted line) demonstrates a small decrease in staff opinion that HI teaches an effective way of addressing interpersonal conflict. Standard Error bars have been included to demonstrate the trend is just within significance.*

## Effectiveness of HI with Stakeholders

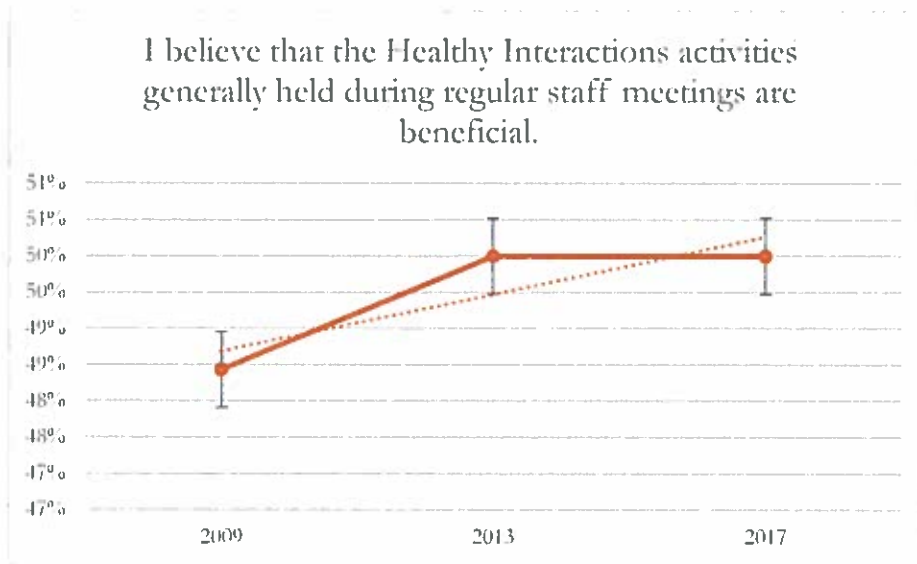
Sturgeon staff were asked to rate the effectiveness of Healthy Interactions in preventing and responding to conflict between staff and various other stakeholders.

- Staff responses show increasing opinion regarding the effectiveness of HI between staff and other staff.
- Staff responses demonstrate a small decreasing trend in the rated effectiveness of HI between staff and parents.
- Staff responses are statistically similar in the rated effectiveness of HI in preventing and responding to conflict between staff and students.



## Staff Meeting Effectiveness

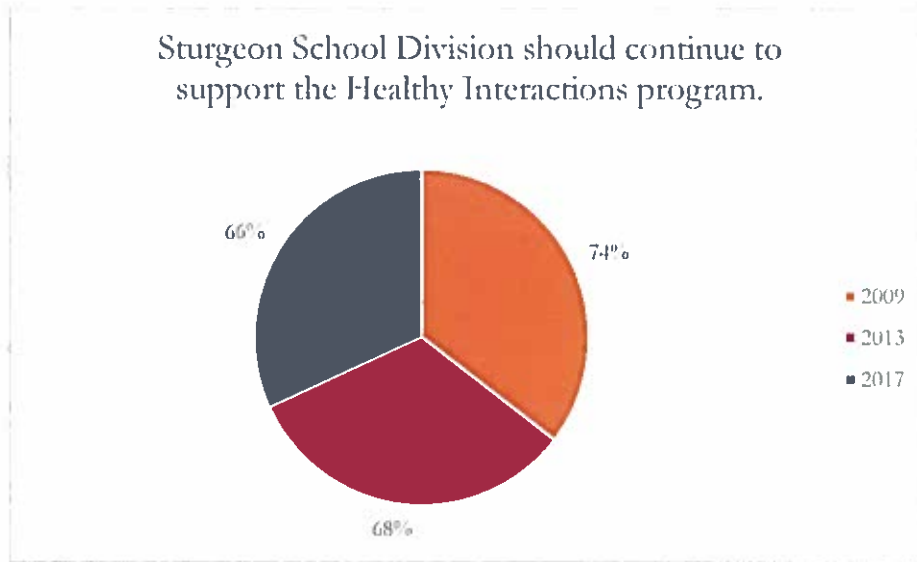
Sturgeon staff were asked to rate the effectiveness of Healthy Interactions activities held during regular staff meetings. 50% of staff rated them as beneficial.



*Comment: Trendline (dotted line) demonstrates a small increase in staff opinion that HI activities at staff meetings are beneficial. Standard Error bars have been included to demonstrate the trend is significant.*

## Support for HI

Sturgeon staff were asked whether Sturgeon Public School Division should continue to support the Healthy Interactions program. Overall, 66% of staff who responded believe the program should continue.



## Qualitative Comments on Strength of HI

Sturgeon staff were asked to share some of the strengths associated with Healthy Interactions and a selection of responses have been provided as a sample below.

- “It is amazing how many worksite do not have anything like this in place for their employees. I am very lucky to work in Sturgeon Public School Division.”
- “It encourages people to discuss the real issue.”
- “I like the the new movement and perspective of seeing health and wellness. This movement is definitely needed which in turn will increase the employee engagement.”
- “I think that we use these skills continually, without necessarily thinking, “I am going to use Healthy Interactions here!”
- “Makes people face conflicts head on. Is also good for parents to know and take issues up with teachers first prior to administration.”
- “The program reminds us how to handle conflict in a professional manner.”
- “If followed, parents are to speak to the teacher before administration is involved.”
- “Whenever I speak to people in the workplace about Healthy Interactions... they always tell me how lucky I am that I work in an environment that promotes healthy conflict resolution.”
- “Some of the role-playing of plausible situations is helpful. The ways to de-escalate conflict.”
- “The program sets the standards for how sturgeon employees treat each other.”
- “I believe it stops gossip and allows individuals to work things out at their level rather than items escalating to a supervisor.”
- “Raises the positivity during staff meeting.”
- “Provides for team building during meetings.
- “Time to reflect on strategies, and gain another perspective to solve conflict. We are going to have conflict, we need to have ways to bring back relationship.”
- “Dedicated staff meeting time and PD time keeps the dialog open and keeps it in the forefront.”
- “I've learned some strong communication skills. Helps to improve working relations. Brings out the best in people when used kindly.”
- “Everyone needs a way to deal with conflict, and since there is division buy - in, it is a natural opener to say, hey, come to me directly about that, I want to work things out with you.”
- “Knowing you can have a tough conversation in a productive way.”
- “It provides a logical series of steps to address an issue with another staff member, that when done correctly, can help prevent confrontation. It also helps prevent unneeded escalations to the ATA. It's a good way to reinforce our code of conduct as well as improve professionalism in the division.”

## Qualitative Comments on HI Challenges

Sturgeon staff were asked to share some of the challenges with Healthy Interactions and a selection of responses have been provided as a sample below.

- “Need a new poster.”
- “Staff are crunched for time always, and it can seem like a rush or something that needs to be rushed through so we can get to the rest of the meeting.”
- “Not everyone is accepting of the conflict resolution and staff still tends to be judgmental even after a conflict is ‘supposedly’ resolved.”
- “It can be hard to talk about some challenging issues with others but does build confidence once you do it a couple times.”
- “When staff or parents allow emotions to take over to strongly they tend to not follow the HI model.”
- “Accountability to making sure this is happening prior to getting supervisors.”
- “The majority of people do not like conflict and would rather avoid it then deal with it. It needs to be used all the time not just when the situation becomes a problem.”
- “Not effective for superior - subordinate conflicts which require a third party independent person to oversee the Healthy Interaction.”
- “Healthy interactions is often not followed when parents call the school and discussions and decisions with parents are made.”
- “Our students would benefit from the same PD as teachers.”
- “A major challenge is when it is thrown into a staff meeting or PD day as just another thing we have to get through.”
- “I would rather do an hour or two of quality activity and work than 5-10 minutes tacked on to busy days just to fulfill a requirement.”
- “Parents being allowed to bring concerns to Central Office or School admin before first contacting the teacher/staff involved.”
- “Repetitive for long term staff members. A quick recap in September is probable all that is necessary for these people.”
- “With each subsequent iteration, my opinion of it has only been galvanized. For people like me, there is no way to overcome this issue. Programs/systems like this have a shelf-life in organizations.”
- “It is tough to focus on many directives.”
- “When the process is not followed, people are hurt. We must uphold our own standards.”
- “At times there may not the time it takes to resolve an issue. Also, people may not be ready for a while to resolve an issue. Just working with the process can help overcome the challenges.”
- “Staff should be given more skills on dealing with coworkers professionally and working as a team on a regular/daily basis.”

## Qualitative Additional Comments

Sturgeon staff were asked to provide additional comments regarding the Healthy interactions program and a selection of responses have been provided.

- “A refresher course would be good for staff after a period of time.”
- “I am excited to see the program beginning to move toward wellness as a whole. I think that if we are encouraging wellness and people are working toward that then our ability to cope and deal with issues that arise in our lives increases.”
- “Sometimes the staff just sees the HI portion of the staff meeting as “something else that will take up precious time” I want to change the perception of HI into something they look forward to at staff meetings.”
- “I believe that in the many years we have been practicing Healthy Interactions that staff are aware of how to work with each other in a healthy manner so that it can maintain a healthy work environment. When things do go wrong we have a process to help us overcome the issue.”
- “It's time for it to change a bit to accommodate how our schools and staff are changing.”
- “If we do not walk the talk, we lose all credibility. I feel valued here in Sturgeon and know that my concerns are always dealt with professionally and ethically.”
- “I would have liked the presentation to be a little longer for ECE staff.”
- “Healthy Interactions and staff wellness are 2 separate things, no? Most of our staff HI activities are wellness related.”
- “Very important program for Sturgeon Public School Division.”
- “This is a great program, but if all staff are not included in updates and information sharing, that takes place at staff meetings, then we are all at a disadvantage.”
- “Perhaps hold sessions for new staff. With so many demands, staff who are already trained resent spending precious minutes on monthly reviews.”
- “We are going to have conflict in every one of our relationships guaranteed. We need ways to keep relationships strong.”
- “Sometimes Healthy interactions is the only team building or 'fun' activity that we do as a staff. If we remove it then it should be replaced with some other type of team building/engaging and meaningful activity for staff. Time does need to be dedicated to this topic.”
- “Start with protecting staff from being mistreated/abused by parents via emails, social media, and have effective protocol across every school in the division that is in every school newsletter for all ten months every year as a reminder to parents re appropriate conduct.”

- “A refresher every few years may be a good idea or adding a refresher to regular school PD days.”
- “I don’t think the need for healthy interactions is required at every monthly staff meeting, perhaps once a year would be enough.”
- “I think that because I was trained years ago, it has just become part of my practice: Reframing, focusing on needs, etc. As stated earlier, I have never formally used it, but I am thankful to have the skills to help prevent conflict.”
- “It would be beneficial to include some training for Substitute teachers specifically.”
- “Though the district’s website does provide a bit of information on the topic, I find that it there is not enough information for substitute teachers.”
- “It would be nice to see a PD workshop offered to staff.”
- “Healthy Interactions is simply just a common sense approach to resolving interpersonal conflict. I do not think it needs to be incorporated into regular staff meetings.”
- “I would suggest having HI at some, but not all staff meetings.”
- “Think as adults we do the steps of Healthy Interactions already. Common sense, treat people respectfully and as you would like to be treated in return.”
- “I am new to Sturgeon so I don’t have a lot of experience with this program. I am excited to learn about it though. I think the title says a lot and it is a very important piece to minimizing conflict in the workplace.”
- “Good program, but not always needed at every staff meeting.”
- “I LOVE the program and use it daily both professionally and personally.”
- “Staff wellness needs to start being important again. More activities to relief stress would be beneficial as well.”
- “I would like to see the focus change to how help teachers deal with the stress of the job.”



## Conclusions

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Overall, the majority of staff support the continued investment in Healthy Interactions as the primary program for preventing and responding to conflict. Staff responses appear to articulate the need for conflict resolution techniques in the workplace continues to increase. Staff responses are mixed in support of monthly staff meeting refreshers. Many staff support the addition of new topics in Healthy Interactions relating to conflict with email/texting/social media, enhanced focus for students and parents, and the management of stress and workload. Many staff champion the Healthy Interactions program and support the philosophy and skills included in Healthy Interactions, which includes the regular staff meeting reminders. Other staff appear to support the philosophy of Healthy Interactions (hard on issues/soft on people), however, reject the notion that a pre-packaged program is required to prevent and manage conflict. These same staff appear to indicate that Healthy Interactions is “common sense” and should be “natural”, and as professionals, the regular training is “not required”. No program will equally please a staff of over 650 people; however, there are strategies that can be implemented to honour our experienced staff and their time, while concurrently ensuring rigor of new staff training and regular reminders for all staff.

There was significant support for the maintenance of Healthy Interactions by expanding it as part of larger work around Organizational Health & Wellness. Staff wellness and the discussion with Healthy Interactions Facilitators regarding the reduction of staff sickness, improvement in staff engagement and team dynamics was well received. The evidence of enhancing Organizational Health & Wellness points to improving staff wellness, alignment of work with student wellness, improvement of staff engagement, improvement of student outcomes and even financial implications associated with reducing absenteeism and ‘presenteeism’ (staff how are present but not actively engaged in their work).

There appears to be some confusion regarding the role of school and Central Service administration in fielding parent and student complaints. Many staff commented on complaints not directed immediately to the staff member as evidence that divisional leadership is not following, and worse, not committed to Healthy Interactions. Clarification is needed with our staff regarding Healthy Interactions and how it relates to the rights and responsibilities of staff, students and parents to make a complaint.

# Recommendations

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Through a careful review of the survey data, the Organizational Health and Wellness Steering Committee make the following recommendations regarding the Healthy Interactions program:

- Support
  - Healthy Interactions should continue to be maintained as the program of choice for resolving conflict in Sturgeon Public School Division.
  - Healthy Interactions should be expanded into ‘Organizational Health & Wellness’ and continued as a major priority for Administration and led out by Human Resources.
  - School-based Healthy Interactions Facilitators should be renamed ‘School Health & Wellness Facilitators’.
  - Senior Administration to review Policy E/1/7 – Healthy Interactions Model and consider other policy development to elevate Organizational Health and Wellness.
- Training
  - New staff should continue a full day of Healthy Interactions training to start their career in Sturgeon Public School Division.
  - Substitute teachers should be provided an overview of Healthy Interactions during orientation.
  - Human Resources to investigate how to share Healthy Interactions information with parents.
  - Human Resources to investigate a divisional Healthy Interaction refresher for all staff at least once per year in addition to regular teacher and support staff training.
  - Human Resources to offer annual training to Central Services staff in addition to the teacher and support staff training.
  - Human Resources to investigate the creation of an online training module which will cover the basics of Healthy Interactions.
- Communication
  - Healthy Interactions content should be expanded on the division website.
  - A new Healthy Interactions poster should be created to share the steps required in resolving conflict.
  - A review of all school Healthy Interactions materials should be completed to determine the print resources that are available.
  - A memo should be written for all staff explaining communication procedures, parental complaints, role of administration and how they relate to Healthy Interactions.
- Staff Meetings
  - Organizational Health and Wellness Steering Committee and School Health and Wellness Facilitators will determine 2 topics in Healthy Interactions in addition to the mandatory annual strategies for supporting healthy staff-parent communication (for

parent-teacher interviews) that will be covered to ensure consistent curriculum across Sturgeon Public School Division.

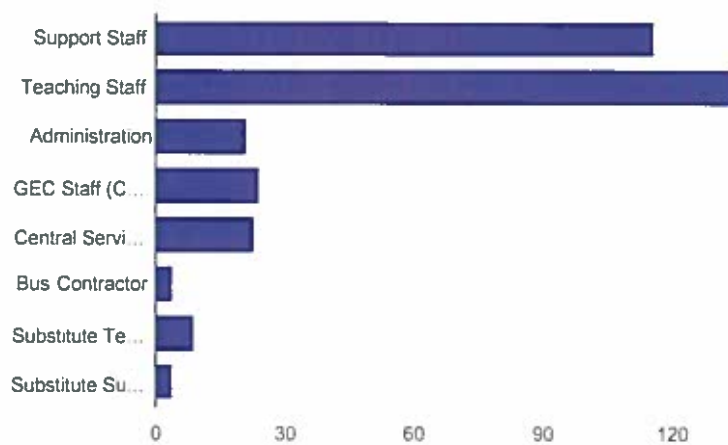
- School Health and Wellness Facilitators will use remaining staff meetings to focus on Health and Safety topics and staff wellness content established around “7 dimensions of wellness” (Social, Emotional, Spiritual, Environmental, Occupational, Intellectual and Physical).
- Report
  - The Organizational Health and Wellness Steering Committee will provide annual updates to the Board of Trustees through the Superintendent on progress associated with the recommendations included in this report. A formal report will be completed through another survey completed in 2019-2020.

# Survey Results

## 337 responses

### Summary

My working position in Sturgeon Public School Division is best described as:



Support Staff	116
Teaching Staff	135
Administration	21
GEC Staff (Custodians, Caretakers, Central Service Admin, Operations and Maintenance etc.)	24
Central Service Staff (ECS staff, SLP, OT, Psychologist, Managers, Director, Finance, Administration etc.)	23
Bus Contractor	4
Substitute Teachers	9
Substitute Support Staff	4

I have personally used elements of the Healthy Interactions process to prevent or resolve conflict in the last year:



<b>Never</b>	75	22.3%
<b>Once or twice</b>	129	38.3%
<b>Several times</b>	65	19.3%
<b>Frequently</b>	21	6.2%
<b>All the time</b>	21	6.2%
<b>Not applicable (New to Sturgeon)</b>	26	7.7%

The need for conflict resolution techniques in my school / workplace is \_\_\_\_\_.



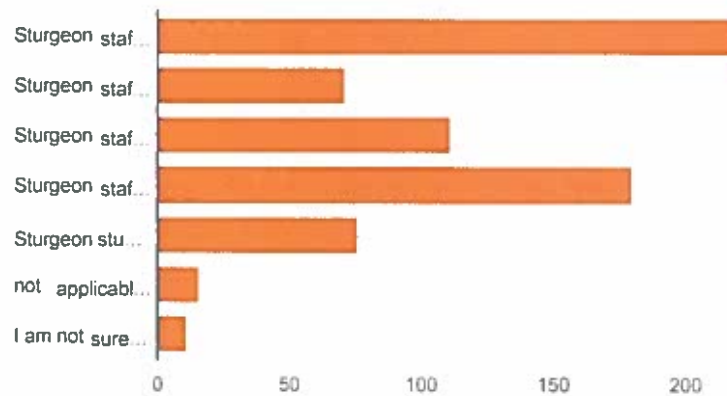
<b>Decreasing</b>	54	16%
<b>Slightly decreasing</b>	28	8.3%
<b>More or less the same</b>	150	44.5%
<b>Slightly increasing</b>	47	13.9%
<b>Significantly increasing</b>	31	9.2%
<b>Not applicable (New to Sturgeon)</b>	27	8%

I believe that Healthy Interactions teaches an effective way of addressing interpersonal conflict and maintaining healthy relationships.



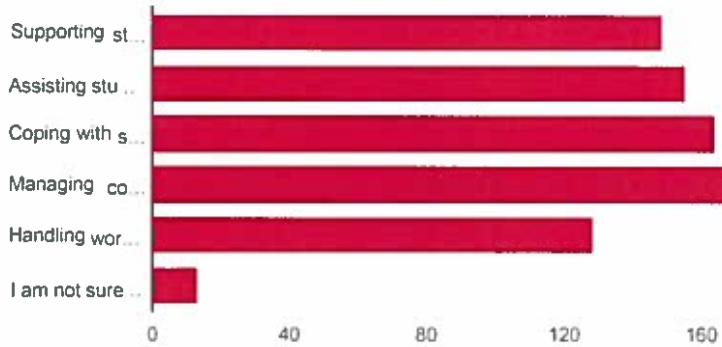
<b>Strongly disagree</b>	21	6.2%
<b>Unsure</b>	47	13.9%
<b>Agree</b>	187	55.5%
<b>Strongly agree</b>	63	18.7%
<b>Not applicable (New to Sturgeon)</b>	19	5.6%

In my opinion, Healthy Interactions is most effective in preventing and responding to conflict between



<b>Sturgeon staff and other Sturgeon staff</b>	220	65.3%
<b>Sturgeon staff and other educational stakeholders</b>	71	21.1%
<b>Sturgeon staff and students</b>	111	32.9%
<b>Sturgeon staff and parents</b>	180	53.4%
<b>Sturgeon students and other students</b>	76	22.6%
<b>not applicable (I am new to Sturgeon)</b>	16	4.7%
<b>I am not sure what Healthy Interactions is</b>	11	3.3%

I believe it would be beneficial to include within the Healthy Interactions program strategies or information related to the following:



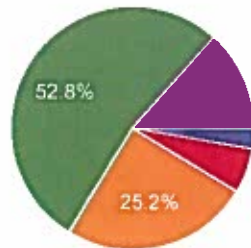
Supporting student behaviour	149	44.2%
Assisting students and/or parents with Healthy Interactions	156	46.3%
Coping with stress	164	48.7%
Managing conflict due to email/texting/social media/ other technologies	169	50.1%
Handling workload	129	38.3%
I am not sure what Healthy Interactions is	13	3.9%

I believe that the Healthy Interactions activities generally held during regular staff meetings are beneficial.



Strongly disagree	18	5.3%
Disagree	60	17.8%
Unsure	67	19.9%
Agree	137	40.7%
Strongly agree	30	8.9%
Not applicable	25	7.4%

Sturgeon School Division should continue to support the Healthy Interactions program.



Strongly disagree	9	2.7%
Disagree	20	5.9%
Unsure	85	25.2%
Agree	178	52.8%
Strongly agree	45	13.4%



## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Ruth Kuik, Associate Superintendent, Education Services  
Subject: Fieldtrip Report

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### **Field Trips**

Board Policy F/II/2, “Field Trips” and Administrative Practice Administration 5, “Field Trip Operational Procedures” require that “the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta”. The Administrative Practice further stipulates that “the Board shall be provided, as information, all field trips that are overnight and/or out-of-province”.

### **Overnight:**

#### **Redwater School**

March 23 – April 2, 2018      Approval in principle for 12 senior high students to travel to Italy.





# Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Michele Dick  
Superintendent  
Subject: Policy Tracker

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**Background:**

Attached for Trustee information is the 2016-2017 SY Policy Tracker.



# POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review		Recommendation to Approve
					COW	Committee of the Whole	
<b>August-16</b>							
<b>September-16</b>							
E/II/1	Employee Expense Reimbursement	2016-Sept-14					Approved 28 September 2016
E/II/2	Trustee Remuneration and Expense Reimbursement	2016-June-8 (discussion)	Ref to Ed. Committee (May 2016) (Fall 2016)				Approved 28 September 2016
F/III/3	Awards Policy	2016-Sept-14					Approved 28 September 2016
F/IV/2	Restricted and Illicit Drugs	2016-Jan-13 2016-May-11 2016-June-8 2016-Sept-14	Ref to Ed. Committee (Feb 2016) (Apr 21, 2016) (Fall 2016) (May 13, 2016)				Approved 28 September 2016
<b>October-16</b>							
D/II/15	Financial Accountability and Audit	2016-Oct-12					Approved 26 October 2106
F/IV/3	Student Suspensions and Expulsions	2016-Oct-12					Approved 26 October 2106
NEW	Acknowledging Territories of Indigenous Communities	2016-Oct-12 2016-Nov-9	Ref to Ed. Committee (next meeting)				
<b>November-16</b>							
D/II/2	School Operation in Emergency	2016-Nov-9					Approved 23 November 2016
E/II/8	Reduction in Professional Staff	2016-Nov-9					Approved 23 November 2016
G/II/5	Student Placement	2016-Nov-9					Approved 23 November 2016
G/II/3	Emergency Preparedness	2016-Nov-9					Rescinded 23 November 2016



# POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
<b>December-16</b>						
B//1	Trustee Functions, Trusteeship & Policy	2016-Dec-14 2017-Feb-8	Ref back to CoW by Ed Committee (2016-Nov-28)			2017-Jan-25
<b>January-17</b>						
B//3	Committees of the Board	2017-Jan-11 2017-Apr-12				Approved 2017-Jan-25
C/1	Organization Chart	2017-Jan-11				Approved 2017-Jan-25
D//1	Operational School Year	2017-Jan-11				Approved 2017-Jan-25
F//9	Operation of School Media Resource Centre	2017-Jan-11				Approved 2017-Jan-25
G//6	Home Education	2017-Jan-11				Approved 2017-Jan-25
G//7	Student Accident Insurance	2017-Jan-11				Approved 2017-Jan-25
<b>February-17</b>						
B//III/1	Board Procedures	2017-Feb-8	Ref. to Ed. Policy Committee Jan. 17-17			Approved 2017-Feb-22
D//1	Fiscal Management	2017-Feb-8				Approved 2017-Feb-22
F//6	Religious Instruction	2017-Feb-8				Approved 2017-Feb-22
F//II/2	Field Trips	2017-Feb-8 2017-Mar-8	Ref. to March CoW Feb 22-17			Approved 2017-Mar-22
F//III/4	Student Evaluation Policy	2017-Feb-8				Approved 2017-Feb-22
G//II/4	Student Illness or Accident	2017-Feb-8				Approved 2017-Feb-22



# POLICY TRACKER (School Year 2016-2017)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review		Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve
			COW	Education Bldg HR Transportation O & M			
<b>March-17</b>							
D/II/9	School Incentive Weather Policy	2017-Mar-8	Ref. to September CoW Sept. 13, 2017				
G/II/4	Learning Support Services	2017-Mar-8					Approved 2017-Mar-22
H/1	Video Surveillance and Recording in Schools	2017-Mar-8					Approved 2017-Mar-22
<b>April-17</b>							
G/II/3	English as a Second Language	2017-Apr-12					
G/II/1	Alternate Learning Opportunity	2017-Apr-12					
G/II/5	Child Abuse and Neglect Prevention	2017-April 12					
<b>May-17</b>							



## Board Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Michèle Dick, Superintendent  
Subject: Policy B/I/3 – Committees of the Board

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### **Background:**

Attached for Trustee consideration is a revised draft of Policy B/I/3 – Committees of the Board.

### **Recommendation:**

That Trustees review the attached policy and advise senior administration accordingly.



## **1.0 POLICY**

- 1.1 The Board believes that the work of the Board may be facilitated through committees, both standing and ad hoc, task groups, and/or other structures as determined from time to time.
- 1.2 The Board may delegate responsibilities and duties to such committees and task groups while retaining Board governance regarding any or all decisions or recommendations made by these committees.

## **2.0 GUIDELINES**

- 2.1 The Board shall annually establish standing committees, including mandate and membership, at their organizational meeting.
- 2.2 The Board may establish additional committees, task groups, and/or any other structures, as deemed necessary by Board motion. The mandate, membership and term of such ad hoc committees, task groups and/or other structures shall be determined by Board motion.
- 2.3 If a committee member is unable to attend a committee meeting, then, providing a committee quorum is present, the meeting shall proceed.
- 2.4 Each committee shall select a chair to act as the Board liaison with the assigned administrator.
- 2.5 The committee shall report to the Board on a regular basis at Committee of the Whole and/or Public Board meetings.
- 2.6 All other committee procedures are to be included in the specific description for each committee.

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References: *School Act: 60 (2) (i)*



EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

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**Committee Name:**      **COMMITTEE OF THE WHOLE**      **B/I/3a**

**Committee Powers:**      To make recommendations to the Board regarding revisions to existing Board policy and regulation and the development of new policy and regulations.

To review any matters relating to the operation of the Board.

### **Committee Terms of Reference**

1. Membership: All trustees with a quorum of four. Chair of the Board or designate chairs the meeting-
2. Voting Privileges: All Committee members may vote.
3. Administrator Assigned: Superintendent of Schools
4. Record of Proceedings of Committee Meetings: Kept by Secretary Treasurer and reviewed by the Committee at its next meeting. Proceedings circulated to all trustees.
5. Meetings: Second Wednesday of each month:
  - 4:30 p.m. closed to the public
  - 6:00 p.m. open to the public

### **Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

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**References:**      *School Act: 66 (1)*



EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

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**Committee Name: STUDENT DISCIPLINE COMMITTEE**

**B/I/3b**

**Committee Powers:** To conduct hearings and expel or reinstate a student following a recommendation from a school principal for a student who has been suspended for a period greater than five days in accordance with Section 24 (6-9) and 25 (1-4) of the School Act.

**Committee Terms of Reference**

1. Membership: Three trustees excluding the Trustee from the student’s designated ward The local trustee shall be provided notification of students from his/her area and may attend but only as an observer. Chair elected by the Committee. Quorum of two Trustees.
2. Voting Privileges: All members of the Committee may have the right to vote except in the case of a trustee acting as an observer.
3. Administrator Assigned: Associate Superintendent, Education Services.
4. Record of Proceedings of Committee Meetings: Kept by the Executive Assistant, Education Services.
5. Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public and are held “in camera”.
6. Reporting: The Board shall be provided with a yearly report.

**Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

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References: *School Act: 61 (1) (b)*







EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

**Committee Name:** C.U.P.E. NEGOTIATIONS COMMITTEE **B/I/3d**

**Committee Powers:** To negotiate on the Board’s behalf with representatives of C.U.P.E. on any matters pertaining to the adoption of a new Collective Agreement or changes to an existing Collective Agreement.

To sign and recommend to the Board a Memorandum of Agreement between the parties.

**Committee Terms of Reference**

1. Membership: Three trustees, with a quorum of two, elected at the Annual Organizational Meeting of the Board. Chair elected by the Committee.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent, Human Resources Leadership Support.
4. Record of Proceedings of Committee Meetings: Each party involved in negotiations maintains its own record. The Associate Superintendent, Human Resources and Leadership Support records matters on which agreement has been reached.
5. Meetings: Held at the call of either party. The first meeting to be held in accordance with the Labour Relations Act. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board periodically during the course of negotiations and will ultimately bring to the Board, for ratification, the negotiated Collective Agreement.

**Committee Authority**

1. The Committee is established pursuant to the School Act and pursuant to the Labour Relations Code and the Employment Standards Code.

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References: *School Act: Section 119*  
*Labor Relations Code: Section 21*  
*Employment Standards Code: Sections 3 and 4*  
*C.U.P.E. Collective Agreement: Article 2*



EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

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**Committee Name: POLICY ADVISORY COMMITTEE**

**B/I/3e**

**Committee Powers:** To meet with representatives of the teaching staff.

To discuss proposed changes to Board policy and regulations concerning teachers' working conditions, and requests for changes to Board policy and regulations by the Alberta Teachers' Association Local.

To refer to the Board or other Board committees matters requiring Board or Committee attention.

**Committee Terms of Reference**

1. **Membership:** Three trustees, with a quorum of two, and a teacher (other than principal or vice-principal) from each of the schools within the Division. The Chair is one of the Board representatives, elected by the Board representatives.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrator Assigned:** Associate Superintendent, Human Resources and Leadership Support.
4. **Record of Proceedings of Committee Meetings:** Kept by the administrator assigned and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. **Meetings:** At the call of either side. Meetings are closed to the public.
6. **Reporting:** The Committee Chair will report to the Board.

**Committee Authority**

1. This Committee is established pursuant to the provisions of the Collective Agreement between the Board and the ATA Local.

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References: *School Act: 61 (1) (b)*  
*Policy B/IV/2 Board Staff Communication*



EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

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**Committee Name:**                    **LABOUR MANAGEMENT COMMITTEE**                    **B/I/3f**

**Committee Powers:**    To meet with representatives of Sturgeon staff included in the C.U.P.E. contract.

To discuss proposed changes to Board policy and regulations concerning staff included in the C.U.P.E. bargaining unit, requests for changes to Board policy and regulations requested by C.U.P.E. and matters pertaining to the administration of the collective agreement referred by either party.

To refer to the Board or other Board committee matters requiring Board or Committee attention.

### **Committee Terms of Reference**

1. Membership: Three trustees, with a quorum of two. The Chair is one of the Board representatives.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent, Human Resources and Leadership Support.
4. Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, Human Resources and Leadership Support. Minutes circulated to all Committee members, all trustees, the President of C.U.P.E. and the Superintendent.
5. Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board.

### **Committee Authority**

1. This Committee is established pursuant to the provisions of the Collective Agreement between the Board and C.U.P.E

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**References:**    *Policy B/IV/2 Board Staff Communication*  
                      *School Act: Section 119*  
                      *C.U.P.E. Agreement: Article 23*



**Committee Name:** BUILDINGS COMMITTEE **B/I/3g**

- Committee Powers:**
1. To set the agenda for the Committee.
  2. To review and make recommendations to the Board on any matters pertaining to the maintenance of the Board’s real property referred to it by the Board; as well as to the reviews and make recommendation to the Board on the division’s Capital Plan and Modular requests
  3. To participate in final inspections of facilities constructed for the Board.
  4. In division managed projects, to open tenders and make recommendations to the Board regarding the awarding of construction contracts.
  5. In government managed projects to participate in the review of tenders and development of recommendations regarding the awarding of construction contracts.
  6. To recommend policies affecting buildings to the Board.
  7. To review architectural plans for new building projects and for renovation projects prior to the presentation of such plans to the Board for approval.

**Committee Terms of Reference**

1. Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Secretary-Treasurer or designate.
4. Record of Proceedings of Committee Meetings: Kept by the Secretary-Treasurer or designate and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are closed to the public.
6. Reporting: The Committee Chair will report to the Board.

**Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

References: *School Act: 61 (1) (b)*

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EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

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**Committee Name:**                    **EDUCATION POLICY COMMITTEE**                    **B/I/3h**

**Committee Powers:**    To set the agenda for the Committee.

To make recommendations to the Board regarding revisions to existing Board policy and the development of new policy.

**Committee Terms of Reference**

1. Membership: Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. Voting Privileges: Only Committee members may vote.
3. Administrator Assigned: Associate Superintendent, Education Services or designate.
4. Record of Proceedings of Committee Meetings: Kept by the Associate Superintendent, Education Services and approved by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees, and the Superintendent.
5. Meetings: Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
6. Reporting: The Committee Chair will report to the Board.

**Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

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References:    *School Act: 61 (1) (b)*



**Committee Name:** FINANCE & HUMAN RESOURCES COMMITTEE B/I/3i

**Committee Powers:** To set the agenda for the Committee.

To review and discuss the proposed budget priorities and three year plans for schools and sites and how these relate to division and trustee priorities.

To make recommendations to the Superintendent regarding matters related to the division budget.

To make recommendations to the Board regarding the evaluation and compensation of the Superintendent.

To make recommendations to the Board regarding matters related to the division budget.

To make recommendations to Human Resources regarding matters related to the division budget.

**Committee Terms of Reference**

1. **Membership:** Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrator Assigned:** Secretary Treasurer and/or Associate Superintendent Human Resources and Leadership Support.
4. **Record of Proceedings of Committee Meetings:** Kept by the assigned administrator and approved at its next meeting. Minutes circulated to all Committee members, all trustees, Associate Superintendent and the Superintendent.
5. **Meetings:** Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
6. **Reporting:** The Committee Chair will report to the Board.

**Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

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References: *School Act: 61 (1) (b)*



**Committee Name: TRANSPORTATION COMMITTEE**

**B/I/3j**

**Committee Powers:** To set the agenda for the Committee.

To review and make recommendations to the Board on matters related to the transportation of Sturgeon School Division students.

To recommend and review policies dealing with transportation.

To liaise with bus contractors on governance matters.

**Committee Terms of Reference**

1. **Membership:** Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. **Voting Privileges:** Only Committee members may vote.
3. **Administrator Assigned:** Superintendent or designate.
4. **Record of Proceedings of Committee Meetings:** Kept by the Secretary-Treasurer or designate and approved at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. **Meetings:** Held at the call of the Chair and/or administrator assigned. Meetings are open to the public.
6. **Reporting:** The Committee Chair will report to the Board.

**Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

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References: *School Act: 61 (1) (b)*





EFFECTIVE: September 7, 1983

REVISED: February 23, 2016

REVIEW: 2017-2018

**Committee Name:     ADVOCACY COMMITTEE**

**B/I/3k**

**Committee Powers:**    To set the agenda for the Committee.

To make recommendations to the Board regarding the advocacy priorities and strategies to be undertaken by the Board of Trustees

To recommend and review policies related to advocacy.

To make recommendations to the Board regarding the inclusion of advocacy related priorities and strategies to the Board's work Plan.

To undertake Ad hoc Committee work relative to ASBA and PSBAA.

### **Committee Terms of Reference**

1. **Membership:** Three trustees, with a quorum of two, elected by the Board at the Annual Organizational Meeting of the Board.
2. **Voting Privileges:** All Committee members may vote.
3. **Administrator Assigned:** Superintendent of Schools.
4. **Record of Proceedings of Committee Meetings:** Kept by the Superintendent and reviewed by the Committee at its next meeting. Minutes circulated to all Committee members, all trustees and the Superintendent.
5. **Meetings:** Held at the call of the Chair and/or administrator assigned, where applicable. Meetings are open to the public.
6. **Reporting:** The Committee Chair will report to the Board.

### **Committee Authority**

1. This Committee is established pursuant to Section 61(1)(b) of the School Act.

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References:   *School Act: 61 (1) (b)*



## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Ruth Kuik, Associate Superintendent, Education Services  
Subject: Policy G/I/1 – Alternate Learning Opportunities

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### **Background:**

Attached for Trustee review is Policy G/I/1 – Alternate Learning Opportunities. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Student Services 16 – Alternate Learning Opportunities – with suggested revisions is also attached for Trustee information.

### **Recommendation:**

That the Committee of the Whole review Policy G/I/1 – Alternate Learning Opportunities and advise Senior Administration accordingly.

COMMITTEE 9.3



## 1.0 POLICY

- 1.1 The mandate of Sturgeon School Division is to provide programmings that meets the educational needs of resident students as outlined in the School Act.
- 1.2 The Board believes-recognizes that while the instructional needs for most students are accommodated within the Division’s schools, the learning needs of some students may be provided in an alternate learning environment or program.

## ~~2.0 GUIDELINES~~

- ~~2.1 The Board delegates to the Superintendent the responsibility of establishing and monitoring operational procedures to provide alternate learning opportunities when required.~~
- ~~2.2 Parents will be provided with information regarding the Board’s appeal process.~~

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References: *Board Policies:* D/I/6 – Appeals  
D/I/4 – Non-Resident Students  
I/1 – Student Transportation Services  
I/8 – Non-Resident Student Transportation  
*Board Regulation:* Administration 2 – Appeal  
*Admin Practice(s):* Administration 8 – Non-Resident Students  
Administration 19 – Appeal  
SS 16 – Alternate Learning Opportunities  
*School Act:* Sections 8, 42, 44, 273



# STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011      Revised:      Responsible Administrator: **Associate Superintendent, Education Services**

## 1.0 RATIONALE

Decisions regarding student placement shall involve the parent(s) or guardian(s) and student, ~~when appropriate, teacher(s), the school principal or the Associate Superintendent Student Services, Director, Learning Support,~~ and shall consider, but not be limited to, the following:

- 1.1 ~~Schooling~~ **Programming** needs of the student;
- 1.2 Programming options available, and
- 1.3 Student and parent(s) or guardian(s) preferences.

## 2.0 PROCESS

The **Associate Superintendent** ~~or designate~~ is delegated the responsibility of maintaining this Administrative Practice.

## 3.0 GUIDELINES

3.1 Every placement decision must be directed toward the educational interest of the student and must consider the impact of the decision on the total population of students served, as well as the availability of resources.

~~3.2.6~~  
**3.2** Relevant educational, psychological and medical documentation will be used in a determination of the ~~schooling~~ **programming** needs of the student. ~~The school may, with parent(s) or guardian(s) approval, obtain an independent assessment of a student’s medical, psychiatric or psychological status, and will consider any additional relevant educational, psychological and medical documentation obtained by the parent.~~

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References:

<i>Board Policies:</i>	<i>D/II/6 – Appeals</i>
	<i>D/II/4 – Non-Resident Students</i>
	<i>G/II/1 – Alternate Learning Opportunities</i>
	<i>G/II/3 – English as a Second Language</i>
	<i>I/1 – Student Transportation Services</i>
	<i>I/8 – Non-Resident Student Transportation</i>
<i>Board Regulation:</i>	<i>Administration 2 – Appeal</i>
<i>Admin Practices:</i>	<i>Administration 8 – Non-Resident Students</i>
	<i>Administration 19 - Appeal</i>
<i>School Act:</i>	<i>Sections: 8, 42, 44, 273</i>

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# STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011      Revised:      Responsible Administrator: Associate Superintendent, Education Services

### ~~3.2~~ 3.3 Resident Students

#### ~~3.3.4~~

~~3.3.1~~ 3.3.1 Principals shall ensure that resident status is established at the time of enrolment of all students.

#### ~~3.3.5~~

~~3.3.2~~ 3.3.2 Principals shall ensure that appropriate assessments are available prior to admission at the school level.

#### ~~3.2.1~~

~~3.3.3~~ 3.3.3. If a parent(s) or guardian(s) requests an alternative placement in the school or division, the resident principal shall, where appropriate for the student’s educational program, assist them to find a suitable alternative placement.

#### ~~3.2.1~~

~~3.3.4~~ 3.3.4 The resident principal shall ensure that the parent(s) or guardian(s) are is aware that transportation is the responsibility of the parent(s) or guardian(s) when a placement is selected outside of attendance boundaries.

#### ~~3.2.1.1~~

~~3.3.4.1~~ 3.3.4.1 If there is space on an existing bus and route, requests for transportation will ~~will~~ may be considered.

#### ~~3.2.2~~

~~3.3.5~~ 3.3.5 If parent(s) or guardian(s) request an alternative school placement for a student with special ~~special~~ identified needs, the Associate Superintendent ~~Director, Learning Support~~ shall, where appropriate for the student’s educational program, assist them to find a suitable alternative.

#### ~~3.2.3~~

~~3.3.6~~ 3.3.6 The Associate Superintendent ~~Director, Learning Support~~ shall ensure that the parent(s) or guardian(s) are is aware that, unless directed by the Associate Superintendent ~~Director, Learning Support~~ to attend a program of need, transportation is the responsibility of the parent(s) or guardian(s) when a placement is selected outside of the attendance boundary.

- References:
- Board Policies:*
    - D/I/6 – Appeals*
    - D/III/4 – Non-Resident Students*
    - G/II/1 – Alternate Learning Opportunities*
    - G/II/3 – English as a Second Language*
    - I/1 – Student Transportation Services*
    - I/8 – Non-Resident Student Transportation*
  - Board Regulation:*
    - Administration 2 – Appeal*
  - Admin Practices:*
    - Administration 8 – Non-Resident Students*
    - Administration 19 - Appeal*
  - School Act:*
    - Sections: 8, 42, 44, 273*



# STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011      Revised:      Responsible Administrator: Associate Superintendent, Education Services

- ~~3.2.3.1~~ **3.3.6.1** If there is space on an existing bus and route, requests for transportation ~~will~~ **may** be considered.
- ~~3.2.4~~ **3.3.7** If the resident principal is considering a change of placement for a student which involves a change of program or school, the principal shall ensure that:
  - ~~3.2.4.1~~ **3.3.7.1** ~~Prior to making a decision, D~~ discussions are held with ~~the~~ parent(s) or/ guardian(s), teacher(s), students and the receiving principal about an alternate school placement ~~where appropriate,~~ regarding the rationale for the change and the placement options which are available. ~~, prior to making a decision.~~
- ~~3.2.5~~ **3.3.8** If the resident principal is considering a change of programming for a student with ~~special~~ **identified** needs, which involves a change of school ~~or Division Program,~~ the principal, in partnership with the ~~Associate Superintendent~~ **Director, Learning Support,** shall ensure that:
  - ~~3.2.5.1~~ **3.3.8.1** ~~Prior to making a decision, D~~ discussions are held with parent(s)/; guardian(s) student and ~~the~~ receiving school principal ~~where appropriate,~~ regarding the rationale for the change of **programming** and the placement options which are available; ~~, prior to making a decision;~~ and
  - ~~3.2.5.2~~ **3.3.8.2** When a change of placement is being considered for the subsequent school year, these discussions shall be held as soon as possible.
- ~~3.2.6~~ ~~Relevant educational, psychological and medical documentation will be used in a determination of the schooling needs of the student. The school may, with parent(s) or /guardian(s) approval, obtain an independent assessment of a student’s medical, psychiatric or psychological status, and will consider any additional relevant educational, psychological and medical documentation obtained by the parent.~~

References:

<i>Board Policies:</i>	<i>D/1/6 – Appeals</i>
	<i>D/1/4 – Non-Resident Students</i>
	<i>G/1/1 – Alternate Learning Opportunities</i>
	<i>G/1/3 – English as a Second Language</i>
	<i>I/1 – Student Transportation Services</i>
	<i>I/8 – Non-Resident Student Transportation</i>
<i>Board Regulation:</i>	<i>Administration 2 – Appeal</i>
<i>Admin Practices:</i>	<i>Administration 8 – Non-Resident Students</i>
	<i>Administration 19 - Appeal</i>
<i>School Act:</i>	<i>Sections: 8, 42, 44, 273</i>



# STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011      Revised:      Responsible Administrator: Associate Superintendent, Education Services

~~3.2.7~~ **3.3.9** A Parent(s) or guardian(s) seeking a placement that is out of their attendance boundary will be accepted into Division schools provided the space and resources to serve student needs are available at the school level. Transportation is the responsibility of the parent or guardian.

~~3.2.7.1~~ **3.3.9.1** Transportation is the responsibility of the parent/guardian. If there is space on an existing bus and route, requests for transportation will may be considered

~~3.2.8~~ **3.3.10** If the Division does not offer programming which the Division deems necessary to meet a student’s learning requirements, the Division shall sponsor the student in an out-of-division placement.

~~3.2.9~~ **3.3.11** Prior to a decision for out-of-division placement, there shall be a review of:

~~3.2.9.1~~ **3.3.11.1** The student’s schooling programming needs, and

~~3.2.9.2~~ **3.3.11.2** Placement options available within the Division.

~~3.2.10~~ **3.3.12** The Associate Superintendent Director, Learning Support shall be responsible for approving an out-of-division placement, which involves responsibility by Sturgeon School Division. Requests for out-of-division placements initiated by the parent(s) or/guardian(s) shall be directed, in writing, to the Associate Superintendent Director, Learning Support.

~~3.2.11~~ **3.3.13** Decisions relating to a request will be made as soon as possible but within forty school days of receipt of the request.

~~3.2.12~~ Out of division placements shall be reviewed and approved on an annual basis. The Associate Superintendent shall communicate programming and placement decisions for the subsequent school year for a student placed out of division to parent(s) or /guardian(s) no later than May 31.

- References:
- Board Policies:*
    - D//6 – Appeals
    - D//4 – Non-Resident Students
    - G//1 – Alternate Learning Opportunities
    - G//3 – English as a Second Language
    - I//1 – Student Transportation Services
    - I//8 – Non-Resident Student Transportation
  - Board Regulation:* Administration 2 – Appeal
  - Admin Practices:* Administration 8 – Non-Resident Students
  - Administration 19 - Appeal
  - School Act:* Sections: 8, 42, 44, 273



# STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011      Revised:      Responsible Administrator: Associate Superintendent, Education Services

~~3.2.13~~ 3.3.14 Where a requested out-of-division placement is not approved, the Associate Superintendent-Director, Learning Support shall direct the student to a placement in a Division school, and advise the parent(s) or /guardian(s) of appeal procedures.

~~3.2.14~~ 3.3.15 If unable to resolve a dispute regarding placement, the resident school principal or Associate Superintendent Director, Learning Support, as appropriate, shall direct the student to a placement; advise the parent(s) or /guardian(s) in writing of the placement and of their right to appeal the placement, provide information on the process to be followed; and furnish the Superintendent with a written record of information pertinent to the decision and the disagreement.

~~3.2.12~~ 3.3.16 Out-of-division placements shall be reviewed and approved on an annual basis. The Associate Superintendent-Director, Learning Support shall communicate programming and placement decisions for the subsequent school year for a student placed out-of-division to parent(s) or guardian(s) no later than May 31.

### 3.3.4 Non-Resident Students

~~3.3.1~~ 3.4.1 Parent(s) or guardian(s) of non-resident students seeking admission to Division schools shall complete a Division Registration Form to establish legal name, age, and citizenship. Under the School Act, Section 44, a student is a resident student of the board in which the student’s parent(s) or guardian(s) resides. Under the School Act, Section 273, residence is defined as a place where that person ordinarily lives and sleeps and when absent from the residence, that person intends to return.

~~3.3.2~~ 3.4.2 Non-resident students will may be accepted into Division schools provided the space and resources to serve student needs are available at the school level. Transportation is the responsibility of the parent or guardian.

- References:
- Board Policies:*
    - D/1/6 – Appeals
    - D/1/4 – Non-Resident Students
    - G/1/1 – Alternate Learning Opportunities
    - G/1/3 – English as a Second Language
    - I/1 – Student Transportation Services
    - I/8 – Non-Resident Student Transportation
  - Board Regulation:* Administration 2 – Appeal
  - Admin Practices:* Administration 8 – Non-Resident Students
  - Administration 19 - Appeal
  - School Act:* Sections: 8, 42, 44, 273



## STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011

Revised: Responsible Administrator: Associate Superintendent,  
Education Services

- ~~3.3.2.1~~ **3.4.2.1** Transportation is the responsibility of the parent/guardian. If there is space on an existing bus and route, requests for transportation ~~will~~ may be considered.
- ~~3.3.3~~ **3.4.3** For students who require additional services beyond the resources provided through Alberta Learning Education funding, tuition fees will be charged on a cost recovery basis to the sending school jurisdiction.
- ~~3.3.4~~ ~~Principals shall ensure that resident status is established at the time of enrolment of all students.~~
- ~~3.3.5~~ ~~Principals shall ensure that appropriate assessments are available prior to admission at the school level.~~
- ~~3.3.6~~ **3.4.4** Principals shall ensure that tuition fees are covered by a sponsorship letter or that suitable arrangements have been made for payment before students in the following categories can be admitted to Division schools:
- ~~3.3.6.1~~ **3.4.4.1** Students over the age of 19 as of September 1 in that school year;
- ~~3.3.6.2~~ **3.4.4.2** Foreign students (in Canada on a student visa and parent(s) or /guardian(s) living outside of Canada);
- ~~3.3.6.3~~ **3.4.4.3** Students sponsored by ~~Indian Affairs~~ Indigenous and Northern Affairs Canada (INAC) ~~(students living on an Indian reserve)~~ or resident students of a reserve;
- ~~3.3.6.4~~ **3.4.4.4** Students whose parent(s) or /legal guardian(s) reside outside of Division boundaries.
- ~~3.3.7~~ **3.4.5** Parent(s) ~~or~~ guardian(s) of students or independent students subject to a tuition fee shall obtain a letter of sponsorship for fees from the school jurisdiction or government agency responsible.

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References:	<i>Board Policies:</i>	<i>D/1/6 – Appeals</i>
		<i>D/1/4 – Non-Resident Students</i>
		<i>G/1/1 – Alternate Learning Opportunities</i>
		<i>G/1/3 – English as a Second Language</i>
		<i>I/1 – Student Transportation Services</i>
		<i>I/8 – Non-Resident Student Transportation</i>
	<i>Board Regulation:</i>	<i>Administration 2 – Appeal</i>
	<i>Admin Practices:</i>	<i>Administration 8 – Non-Resident Students</i>
		<i>Administration 19 - Appeal</i>
	<i>School Act:</i>	<i>Sections: 8, 42, 44, 273</i>

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# STUDENT SERVICES 16 – Alternate Learning Opportunities

Date: Nov. 22, 2011      Revised:      Responsible Administrator: Associate Superintendent,  
Education Services

- ~~3.3.8~~ **3.4.6** Non-resident student programming costs ~~as shall be~~ determined annually by the Secretary Treasurer.
- ~~3.3.9~~ **3.4.7** If the Division is unable to program to meet the needs of the student, then responsibility for programming falls back to the sending school jurisdiction.
- ~~3.3.10~~ **3.4.8** If a non-resident student’s residency status changes to resident while in attendance at a Division school, the changes shall be recorded in the student record and tuition fees shall be refunded on a pro-rated basis.

### 3.4 3.5 Mature Students

- ~~3.4.1~~ **3.5.1** Students, who turn 19 on or prior to September 1<sup>st</sup>, and are eligible for funding under the School Act Section 8(2)(a) will be served in our high schools when:
  - ~~3.4.1.1~~ **3.5.1.1** Resources (programs, classes and necessary supports) are available.
  - ~~3.4.1.2~~ **3.5.1.2** Normal transportation is available (or when transportation is provided by the student or parent(s)/guardian(s)).
  - ~~3.4.1.3~~ **3.5.1.3** The team of student, parent(s)/guardian(s), ~~School Administration principal~~ and ~~Student Services representative~~ **Director, Learning Support** determines that a school placement is appropriate for the student turning 20 during the school year.
  - ~~3.4.1.4~~ **3.5.1.4** The final decision regarding placement rests with the Associate Superintendent, Student Services.

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References:

<i>Board Policies:</i>	<i>D/1/6 – Appeals</i>
	<i>D/1/4 – Non-Resident Students</i>
	<i>G/1/1 – Alternate Learning Opportunities</i>
	<i>G/1/3 – English as a Second Language</i>
	<i>I/1 – Student Transportation Services</i>
	<i>I/8 – Non-Resident Student Transportation</i>
<i>Board Regulation:</i>	<i>Administration 2 – Appeal</i>
<i>Admin Practices:</i>	<i>Administration 8 – Non-Resident Students</i>
	<i>Administration 19 - Appeal</i>
<i>School Act:</i>	<i>Sections: 8, 42, 44, 273</i>

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## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Ruth Kuik, Associate Superintendent, Education Services  
Subject: Policy G/I/3 – English as a Second Language

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### **Background:**

Attached for Trustee review is Policy G/I/3 – English as a Second Language. Suggested revisions are provided for Trustee consideration.

Associated Admin Practice Student Services 15 – English as a Second Language – with suggested revisions is also attached for Trustee information.

### **Recommendation:**

That the Committee of the Whole review Policy G/I/3 – English as a Second Language and advise Senior Administration accordingly.



**1.0 POLICY**

- 1.1 The Board ~~provides instructional programming for students who, require assistance in learning~~ **recognizes its responsibility to provide support and instruction to English as a Second Language (ESL) students.**
- 1.2 ~~English as a Second Language policies, guidelines and procedures shall be in keeping with the Policies, Guidelines and Procedures of Alberta Education.~~

Draft

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References: *Admin Practice(s): SS 15 - English as a Second Language  
SS 16 - Alternate Learning Opportunities  
SS 17 – Guidance and Counselling Services  
Guide to Education ECS to Grade 12  
School Act: Sections 8, 9, 18, 20, 39, 45, 60, 61, 113  
Funding Manual for School Authorities*



# STUDENT SERVICES 15 – English as a Second Language

Date: Oct. 23, 2011

Revised:

Responsible Administrator: Associate Superintendent Student  
Education Services

## 1.0 RATIONALE

Whenever a student from Canada or newly arrived in Canada requires English as a Second Language learning, programming will be provided.

## 2.0 PROCESS

2.1 The **Associate** Superintendent or designate will be responsible to maintain the process, and ensure that it is followed.

## 3.0 PROCEDURES GUIDELINES

3.1 Provision of English as a Second Language services shall be determined by a student's **linguistic language, cultural communication** and academic needs.

3.2 English as a Second Language programming for students may vary in length and intensity depending on the student's needs.

3.3 The Secretary Treasurer shall access the available funds from Alberta Education for English as a Second Language programming in the Division.

~~3.4 A listing of the schools offering the program shall be kept through coding in the Student Information System.~~

~~3.5 Written parental approval/consent is required before students receive services in an English as a Second Language program through a consent form or as a notation on the Individual Program Plan.~~

3.4 The principal shall ensure that school procedures are in place for receiving, assessing, placing, monitoring and **evaluating English Language Learners, in accordance with Alberta Education's funding guidelines.**

~~3.6~~3.5 The principal shall advise the ~~Associate Superintendent Student Services Director, Learning Support and the Secretary Treasurer~~ of the need for English as a Second Language programming in a school after the school staff have assessed the need for the program.

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References: *Board Policy: G/1/3 English as a Second Language*  
*Guide to Education ECS to Grade 12*  
*School Act: Section 8, 9, 18, 20, 39, 45, 60, 61, 113*  
*Funding Manual for School Authorities*



## STUDENT SERVICES 15 – English as a Second Language

Date: Oct. 23, 2011

Revised:

Responsible Administrator: Associate Superintendent Student  
Education Services

- 3.6 The principal shall ensure that students receiving English as a Second Language (ESL) supports and programming have a learning plan and this is communicated to parents/guardians.
- 3.7 ~~The Associate Superintendent Student Services shall consult with the schools regarding English as a Second Language programming and shall consider requests for staff or other special resources as requested to support programming.~~

Draft

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References: *Board Policy: G/I/3 English as a Second Language*  
*Guide to Education ECS to Grade 12*  
*School Act: Section 8, 9, 18, 20, 39, 45, 60, 61, 113*  
*Funding Manual for School Authorities*



## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Ruth Kuik, Associate Superintendent, Education Services  
Subject: Policy G/II/5 – Child Abuse and Neglect Prevention

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### **Background:**

Attached for Trustee review is Policy G/II/5 – Child Abuse and Neglect Prevention. Suggested revisions are provided for Trustee consideration.

Associated Admin Practices Student Services 6 – Agencies Interviewing Students at School and Student Services 10 – Child Abuse and Neglect Prevention – with suggested revisions are also attached for Trustee information.

### **Recommendation:**

That the Committee of the Whole review Policy G/II/5 – Child Abuse and Neglect Prevention and advise Senior Administration accordingly.

COMMITTEE 9.5



**1.0 POLICY**

- 1.1 The Board believes that children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community.
- 1.2 It also ~~believes~~ **recognizes** that while parents/**guardians** have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, ~~social~~ **human** services, medical services, police and the courts have particular responsibility beyond that of citizens ~~generally~~ to safeguard children from abuse and neglect.
- 1.3 The Board recognizes that under the Child, Youth and Family Enhancement Act, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, also, to **collaborate and** cooperate as necessary with Child and Family Services Authority, police and medical services in the investigation of alleged child abuse and neglect.

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References: *Admin Practice(s): SS 6 – Agencies Interviewing Students at School  
SS 10 - Child Abuse and Neglect Prevention*

*School Act:  
Child, Youth and Family Enhancement Act  
Children First Act, 2014  
Guide to Education  
Freedom of Information and Protection of Privacy Act (FOIP)*





# STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004

Revised: March 13, 2013

Responsible Administrator: Associate Superintendent  
Education Services

## 1.0 RATIONALE

The school has a responsibility to protect the confidentiality, safety and well-being of students where access by outside agencies for investigative purposes is requested.

## 2.0 PROCESS

The Superintendent or designate is delegated the responsibility of maintaining this Administrative Practice.

## 3.0 GUIDELINES

School level investigations shall be deferred to the police once an offense is believed to fall within the Criminal Code.

The principal shall:

- ~~interview the person whom the complaint has been made against, with the complainant and the witnesses; in order to determine if police involvement is warranted.~~
- ~~contact the police if there is sufficient legal implication;~~
- ~~complete the school level investigation for disciplinary purposes, following the police interview, governed by Section 3.1;~~
- ~~use only school level investigative information and public information about charges, if charges are laid, for disciplinary purposes;~~
- ~~not use police report information for disciplinary purposes.~~

### 3.1 Interviewing of Students by Officers of the Law

- 3.1.1 The principal or designate shall ensure that the following guidelines concerning interviewing of students by officers of the law are observed:

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References: *Board Policy: D/11/11 – Agencies Interviewing Students at School*  
*G/11/5 – Child Abuse and Neglect Prevention*  
*Student Services Form, Alberta Child and Family Services & Law*  
*Enforcement Disclosure*  
*Child Welfare Act*  
*Children First Act, 2014*  
*Child, Youth and Family Enhancement Act*  
*Freedom of Information and Protection of Privacy Act (FOIP)*  
*FOIP Law Enforcement Disclosure Form*



## STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004

Revised: March 13, 2013

Responsible Administrator: Associate Superintendent  
Education Services

- 3.1.1.1 The officer shall be questioned as to the urgency of the matter.
- 3.1.2 The principal or designate must allow the officer to proceed under the following circumstances:
- 3.1.2.1 if the officer possesses a warrant (either for arrest or search);
- 3.1.2.2 if the officer is “in hot pursuit” after the commission of an offence;
- 3.1.2.3 if the officer possesses blanket powers of search, etc., as defined by legislation (an example is drug offences);
- ~~3.1.2.4 if the Child Welfare Act is invoked (Refer to Section 3.2).~~
- ~~3.1.2.4.1~~ **3.1.2.3.1** The principal or designate shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation prior to an interview.
- ~~3.1.2.4.2~~ **3.1.2.3.2** In the event that the parent or legal guardian could not be contacted per Section 3.1.2.4~~3.1~~, the parent or legal guardian shall be notified of the interview by telephone, failing that by registered letter.
- ~~3.1.2.4.3~~ **3.1.2.3.3** In the absence of the parent or legal guardian, the student shall be informed that he/she has the right to have the principal or designate remain with the student at all times during which the officer is present.
- ~~3.1.2.4.4~~ **3.1.2.3.4** The principal or designate will ensure that the student is advised of his/her rights as set out in Section 3.1.3.
- 3.1.3 The student has the right:
- 3.1.3.1 to be informed of the reason for the interview;
- 3.1.3.2 to contact a lawyer;

References: Board Policy: *D/II/11 – Agencies Interviewing Students at School*  
*G/II/5 – Child Abuse and Neglect Prevention*  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Child Welfare Act*  
*Children First Act, 2014*  
*Child, Youth and Family Enhancement Act*  
*Freedom of Information and Protection of Privacy Act (FOIP)*  
*FOIP Law Enforcement Disclosure Form*



## STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004

Revised: March 13, 2013

Responsible Administrator: Associate Superintendent  
Education Services

- 3.1.3.3 to not answer any question, except as to identify identity, and to the identity of his/her parents;
  - 3.1.3.4 to be advised that statements he/she makes can be used against him/her in subsequent proceedings;
  - 3.1.3.5 to know whether or not he/she is under arrest, and if so, the reason therefore;
  - 3.1.3.6 to refuse to continue to answer questions until he/she has had an opportunity to obtain advice either from his parents, legal guardian or a lawyer.
- 3.1.4 An officer requested student interview that fails to answer the criteria as set out in Section 3.1.2, ~~requires parent or guardian permission or the officer shall be informed that the interview must take place outside of school hours and premises, and that he should attend at the residence of the student.~~
- 3.1.5 Documentation Must be Maintained
- 3.1.5.1 A written record shall be kept indicating the identity of the officer and the reason for the interview.
  - 3.1.5.2 ~~Electronic student records must be protected through the use of access controls, including security levels, passwords, and other controls and procedures established by the Director, Student Services and school principals or their designate.~~
- 3.2 Interviewing of Students by Child Welfare Workers and Family Services representative (In the case of suspected child abuse and/or neglect, refer to Policy G/II/425)
- 3.2.1 School authorities have a responsibility to cooperate with personnel from the Department of Children's and Family Services and Community Health and the principal or designate also have a responsibility to the students to

References: Board Policy: D/II/11 – Agencies Interviewing Students at School  
G/II/5 – Child Abuse and Neglect Prevention  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Child Welfare Act*  
*Children First Act, 2014*  
*Child, Youth and Family Enhancement Act*  
*Freedom of Information and Protection of Privacy Act (FOIP)*  
*FOIP Law Enforcement Disclosure Form*



## STUDENT SERVICES 6 – Agencies Interviewing Students at School

Date: June 30, 2004

Revised: March 13, 2013

Responsible Administrator: Associate Superintendent  
Education Services

stand in loco parentis. Both of these areas of responsibility must be considered in instances when personnel from **Children's and Family Services (CFS)** request permission of school authorities to interview a student on school premises during school hours.

- 3.2.2 The principal or designate shall ensure that the following guidelines concerning the interviewing of students are observed:
- 3.2.2.1 The ~~Child Welfare Worker~~ **CFS representative** must acknowledge that the matter falls within their legislated right.
  - 3.2.2.2 The ~~Child Welfare Worker~~ **CFS representative** must complete and sign the **FOIPP Student Services Form, Alberta Child Welfare and Family Services & Law Enforcement Disclosure Form**.
- 3.2.3 The school shall attempt to contact the parent or legal guardian of the student in order to apprise them of the situation unless instructed by **Children's and Family Services** not to do so.
- 3.2.4 The principal or designate shall inform the student that he/she has the right to request the principal or designate be present during the interview.
- 3.2.5 A written record shall be kept indicating the identity of the ~~Child Welfare Worker~~ **and Family Service representative** and the reason for the interview.
- 3.3 Interviewing of Students by Other Agencies
- 3.3.1 Requested access to students by other external agencies without legislated access must be accompanied by a "positive" written consent of parent or guardian.

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References: *Board Policy: D/11/11 – Agencies Interviewing Students at School*  
*G/11/5 – Child Abuse and Neglect Prevention*  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Child Welfare Act*  
*Children First Act, 2014*  
*Child, Youth and Family Enhancement Act*  
*Freedom of Information and Protection of Privacy Act (FOIP)*  
*FOIP Law Enforcement Disclosure Form*



Freedom of Information and  
Protection of Privacy Provisions

## Alberta Child and Family Services & Law Enforcement Disclosure

\_\_\_\_\_  
Name of Public Body

hereby requests, pertaining to \_\_\_\_\_

\_\_\_\_\_  
Name of Student

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student

Pursuant to: \_\_\_\_\_

\_\_\_\_\_  
Statute (Act)

\_\_\_\_\_  
Requesting Official Name and Title

\_\_\_\_\_  
Date

Identification presented

### Sturgeon School Division Use

Request  Approved  Denied

\_\_\_\_\_  
Principal (Designate)

\_\_\_\_\_  
Date

References: Sturgeon School Division Policy D/II/11 – Agencies Interviewing Students at School  
Admin Practice – Student Services 6 – Agencies Interviewing Students at School



Law Enforcement Disclosure
Request for Disclosure under Section 40(1)(q) of the Freedom of Information and Protection of Privacy Act

Date

In accordance with section 40(1)(q) of the Freedom of Information and Protection of Privacy Act, the

Name of Public Body

requests disclosure of personal information pertaining to

Name of Individual or Other Identifier

which may be generally described as:

General Description of Information Requested

This information is required by this public body to assist in an investigation pursuant to:

Reference to a Federal or Provincial Statute or Local Public Body Bylaw by Section or Description of Purpose

Requesting Official

Name

Title

Signature

Badge Number (if applicable)

I, [Name of Disclosing Official] [ ] consent to, or [ ] refuse this disclosure of personal information.

If disclosure has been authorized, the personal information bank(s) is:

Name(s) of Personal Information Bank(s)

Authorized Disclosing Official

Name

Title

Signature

Name of Public Body

NOTE: This completed record may qualify for exception to disclosure under section 20 of the Freedom of Information and Protection of Privacy Act.



## STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: Oct. 24, 2014 Responsible Administrator: Associate Superintendent  
Student Education Services

### 1.0 RATIONALE

Under the Child, Youth and Family Enhancement Act, staff are obliged to report suspected cases of child abuse and neglect to appropriate authorities and, ~~also~~, to cooperate as necessary with Child and Family Services Authority, police and medical services in the investigation of alleged child abuse and neglect.

### 2.0 PROCESS

2.1 All school personnel, including administrators, teachers, support staff, and school custodians, as well as volunteers, consultants, specialists and bus drivers shall be familiar with, and guided by Policy G/II/42.05

2.2 School principals shall ensure that all school personnel ~~and volunteers understand system expectations, prescribed behaviors by adults, and the physical, behavioral and emotional indicators of child abuse and neglect,~~ and their legal obligation to report suspected child abuse or neglect.

### 3.0 GUIDELINES

#### 3.1 Obligation to Report

3.1.1 The Child, Youth and Family Enhancement Act outlines the legal obligation to report suspected neglect or abuse to the Child and Family Services Authority.

#### 3.2 Obligation to Cooperate with Investigation

3.2.1 School system staff has a legal obligation and moral responsibility to work collaboratively with those involved in investigating alleged cases of child abuse or neglect.

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References: *Board Policy: G/II/5 Child Abuse and Neglect Prevention*  
*School Act*  
*Child, Youth and Family Enhancement Act*  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Confirmation of Report to Alberta Child and Family Services*  
*Children First Act, 2014*  
*Guide to Education*  
*Freedom of Information and Protection of Privacy Act (FOIP)*



## STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: Oct. 24, 2014 Responsible Administrator: Associate Superintendent  
Student Education Services

### 4.0 PROCEDURES

#### 4.1 Reporting

##### 4.1.1 Internal Reporting

4.1.1.1 Any staff member having reasonable and probable grounds to believe that a student has been subjected to abuse or neglect, or who is concerned about abuse or neglect of a student, may consult with their principal, the vice principal, their school counsellor, the ~~system psychologist,~~ **Coordinator of Learning Support** or the Director of Learning Support.

4.1.1.2 If a staff member has reported suspected abuse or neglect of a child and remains uncertain of the child's safety following the report, they may pass information on to the Director of Learning Support who may contact the appropriate Child and Family Services Director.  
~~It is possible that allegations of child abuse may be made against teachers or other school personnel. In all such cases, the principal and the Associate Superintendent shall be informed, whether the report originates in the school or elsewhere.~~

4.1.1.3 It is possible that allegations of child abuse may be made against teachers or other school personnel. In all such cases, the ~~principal and~~ **Superintendent** ~~and~~ or the Associate Superintendent, **Human Resources** shall be informed, whether the report originates in the school or elsewhere.

~~If a staff member has reported suspected abuse or neglect of a child and remains uncertain of the child's safety following the report, they may pass information on to the Director of Learning Support who may contact the appropriate Child and Family Services Director.~~

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References: *Board Policy: G/II/5 Child Abuse and Neglect Prevention*  
*School Act*  
*Child, Youth and Family Enhancement Act*  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Confirmation of Report to Alberta Child and Family Services*  
*Children First Act, 2014*  
*Guide to Education*  
*Freedom of Information and Protection of Privacy Act (FOIP)*





## STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: Oct. 24, 2014 Responsible Administrator: Associate Superintendent  
Student Education Services

### 4.1.2 External Reporting

- 4.1.2.1 The staff member who has received the report has the legal obligation to contact the appropriate authorities of Child and Family Services. When such a report is made to Child and Family Services, the staff member ~~must~~**shall** inform the principal/ **designate or school counsellor** that a report has been made.
- 4.1.2.2 The principal or designate shall ensure that a record of each report to ~~the~~ Child and Family Services is recorded on the Confirmation of Report to Alberta Child and Family Services form. This form shall be stored confidentially in a counselling file **or with the Director of Learning Support** and not in the Cumulative Record.
- 4.1.2.3 Knowledge of a suspected case of child abuse or neglect is confidential and the details of a report to Child and Family Services shall be restricted to the staff member initiating the report and the school professionals they consulted within 4.1.1.1 **of this administrative practice**. Information should be disclosed in a manner that balances the safety of a child with confidentiality.

### 4.2 Cooperation with Investigation

#### 4.2.1 Access to Students

- 4.2.1.1 The Child, Youth and Family Enhancement Act mandates investigation of suspected child abuse or neglect and provides authority for Child and Family Services workers and peace officers to enter schools. Access to students for investigative purposes ~~is~~**may be** required where the student is an alleged victim of abuse or neglect. Investigators are expected to consider the convenience of school and student when negotiating a time for access.

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References: *Board Policy: G/II/5 Child Abuse and Neglect Prevention*  
*School Act*  
*Child, Youth and Family Enhancement Act*  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Confirmation of Report to Alberta Child and Family Services*  
*Children First Act, 2014*  
*Guide to Education*  
*Freedom of Information and Protection of Privacy Act (FOIP)*



## STUDENT SERVICES 10 –Child Abuse and Neglect Prevention

Date: Sept. 27, 2010 Revised: Oct. 24, 2014 Responsible Administrator: Associate Superintendent  
Student Education Services

- 4.2.2 The principal shall ask the Child and Family Services worker or peace officer to present identification, and to provide an explanation as to the nature of the investigation being conducted, to state reasons for wanting to conduct the interview in the school and to complete Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure.
- 4.2.3 Notification of Parents
- 4.2.3.1 The responsibility for notifying parents about an investigation is that of the external investigator. The principal should clarify with the investigator when contact with the parents will be made.
- 4.2.4 Presence of School Personnel during Investigative Interview
- 4.2.4.1 The principal's responsibility for the safety and welfare of students is discharged by cooperating ~~and assisting with~~ Child and Family Services and peace officer investigations.
- 4.2.5 Investigative Interviews with School Staff
- 4.2.5.1 Child and Family Services Authority or police authorities, investigating a complaint of child abuse or neglect from whatever source, may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The principal will assist the investigators by identifying and facilitating these contacts, **subject to compliance with privacy obligations provided for in the Freedom of Information and Protection of Privacy Act and Board policy and administrative practices.**
- 4.3 Child Personal Safety Education
- 4.3.1 Principals of primary schools shall ensure implementation of the child personal safety education unit in the program of studies.

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References: *Board Policy: G/III/5 Child Abuse and Neglect Prevention*  
*School Act*  
*Child, Youth and Family Enhancement Act*  
*Student Services Form, Alberta Child and Family Services & Law Enforcement Disclosure*  
*Confirmation of Report to Alberta Child and Family Services*  
*Children First Act, 2014*  
*Guide to Education*  
*Freedom of Information and Protection of Privacy Act (FOIP)*

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9820 – 104 Street, Morinville, Alberta T8R 1L8 Tel: (780) 939-4341 Fax: (780) 939-5520

Freedom of Information and  
Protection of Privacy Provisions

## Alberta Child and Family Services & Law Enforcement Disclosure

\_\_\_\_\_  
Name of Public Body

hereby requests, pertaining to \_\_\_\_\_

\_\_\_\_\_  
Name of Student

- Disclosure of personal information
- Access to the student
- Access to the staff regarding the student

Pursuant to: \_\_\_\_\_

\_\_\_\_\_  
Statute (Act)

\_\_\_\_\_  
Requesting Official Name and Title

\_\_\_\_\_  
Date

Identification presented

### Sturgeon School Division Use

Request  Approved  Denied

\_\_\_\_\_  
Principal (Designate)

\_\_\_\_\_  
Date

References: Sturgeon School Division Policy D/II/11 – Agencies Interviewing Students at School  
Admin Practice – Student Services 6 – Agencies Interviewing Students at School



## Confirmation of Report to Alberta Child and Family Services

To be completed in person by the Principal or designate as provided in the Child Abuse and Neglect Prevention Policy

<b>As required by Section 3 of the Child Welfare Act (RSA 1984), the following report has been made.</b>			
Alleged:	<input type="checkbox"/> Physical Neglect	<input type="checkbox"/> Physical Abuse	<input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Sexual Abuse
Specific concerns and observations: ..... ..... ..... <div style="text-align: right;">(Continue on reverse side of page if necessary)</div>			
<b>Student Information</b>			
Name:		Date of Birth:	
Address:		Home Phone:	
Mother/Guardian:		Father/Guardian:	
Address:		Address:	
Phone:		Phone:	
<b>Information Reported To</b>			
<b>Children's Services Offices</b>			
Name of Children's Services worker/investigator:		Phone:	
Name of Child Welfare supervisor:		Phone:	
OR			
<b>RCMP Detachment</b>			
Name of Contact:		Phone:	
<b>Information Reported By</b>			
Name of person making report:		Date of report:	
School Administrator's Signature:		OR Independent report (please initial):	
School:		Date report was forwarded:	
<b>Contact Information</b>			
<input type="checkbox"/> Parent informed by school	Date:		Time:
<input type="checkbox"/> Parent not informed by school as directed by investigator under the Child Welfare Act			

**Confidential Report – Not to be placed in student's Cumulative Record**



## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Iva Paulik, Secretary Treasurer  
Subject: Book Award Rate/Class

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### **Background:**

As per Policy F/III/3, Awards Policy, (copy attached) the Board approves all costs associated with the Awards Program as part of the budget process. Also attached, for information, is Admin Practice Educational Services 8 – Division Awards (Student).

The school book award rate per class was increased to \$50 as of June 2009.

### **Recommendation:**

That the Committee of the Whole review and advise Senior Administration accordingly.

COMMITTEE 9.0



**1.0 POLICY**

- 1.1 The Board believes students should be recognized for excellence in various curricular, extra-curricular and service programs.
- 1.2 The Board believes that students should be recognized for improvement in academic achievement and personal performance.

**2.0 GUIDELINES**

- 2.1 A Division Awards Program which will recognize excellence shall be maintained and shall include the following:
  - 2.1.1 Grade 12 Scholarships
  - 2.1.2 Grade 12 Bursaries
  - 2.1.3 Senior High Academic Awards
  - 2.1.4 Junior High Academic Awards
  - 2.1.5 Books Awards
  - 2.1.6 Other awards as may be determined
- 2.2 Local trustees shall be invited to assist in presenting Division awards to students.
- 2.3 The Board shall approve all costs associated with the Division Awards Program as part of the budget process.

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References: *Admin Practice(s): ES 2 - Conditions Governing Awards of Grade 12 Scholarships*  
*ES 3 - Conditions Governing Awards of Sturgeon School Division*  
*Bursaries*  
*ES 8 – Division Awards (Student)*



## **EDUCATIONAL SERVICES 8 – Division Awards (Student)**

Date: February 27, 2008 Revised Date: April 3, 2017

Responsible Administrator: School Principals

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### **1.0 RATIONALE**

Division schools will recognize outstanding student performance and significant improvement in performance in various curricular, extra-curricular and service programs.

### **2.0 PROCESS**

The principal, in consultation with staff members, shall be responsible for the selection of students to be recognized for outstanding student performance or significant improvement in performance.

Recognition of outstanding student performance and improvement shall be given through letters, Board meetings, special events, Trustee attendance at individual school awards ceremonies, or media.

### **3.0 GUIDELINES**

#### **3.1 Senior High Academic Awards**

3.1.1 In order to qualify for an academic award, students must have obtained at least 30 credits completed at the grade level for which the award was intended in subjects at a high school in the Division.

3.1.1.1 A Sturgeon School Division bookmark will be presented to students, who have an 80% average in 25 credits

Five of these credits must be English.

A maximum of 5 credits in any of the following programs may be used:  
RAP, Work Experience and Special Projects.

Green Certificate credits are excluded.

3.1.1.2 Alberta Distance Learning Center (ADLC) courses administered at a high school in the Division may be considered as part of the 30 credits.

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References: *Board Policy: F/III/3 – Awards Policy*



**EDUCATIONAL SERVICES 8 – Division Awards (Student)**

Date: February 27, 2008 Revised Date: April 3, 2017

Responsible Administrator: School Principals

3.1.1.3 A Sturgeon School Division pen and pencil set will be presented to the student in each high school in the Division achieving the highest standing in Grade 10, 11 and 12 on the basis set out in 3.1.1.1 and 3.1.1.2.

**3.2 Junior High Academic Awards**

3.2.1 On the recommendation of the principal, in consultation with staff members, awards will be presented to each student in full-time attendance at the Grade 7, 8 and 9 levels as follows:

3.2.1.1 A Sturgeon School Division refrigerator magnet will be presented to students who have an 80% average in Language Arts, Social Studies, Mathematics and Science, and a pass mark in all other subjects in which the student is enrolled.

3.2.1.2 A Sturgeon School Division pen will be presented to the student at each school achieving the highest standing in Grade 7, 8 and 9 on the basis set out in 3.2.1.1.

**3.3 Book Awards**

3.3.1 A book is presented to the most deserving student in each homeroom in Grades K-9. The award can be customized to each student's preference i.e. a book or books, dvd's, digital apps (i-tunes card), educational computer games, etc.

Selection of the winners will be made by the staff of each school on the following criteria:

3.3.1.1 Individual development;

3.3.1.2 Contribution to the welfare and progress of the homeroom and school.

3.3.2 The principal of schools, presenting book awards, shall submit to the Finance Advisor, a "Sturgeon School Division Book Awards Eligibility Form" for each school year.

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References: *Board Policy: F/III/3 – Awards Policy*





## EDUCATIONAL SERVICES 8 – Division Awards (Student)

Date: February 27, 2008 Revised Date: April 3, 2017

Responsible Administrator: School Principals

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- 3.4 The principal of each school shall submit to the Executive Assistant to the Secretary Treasurer a “Student Awards Order Form” by the end of May in each school year. The exception will be Division high schools that hold their awards ceremony in the fall of the following school year.
  - 3.5 A list of award recipients and any unused award items shall be returned to the Executive Assistant to the Secretary Treasurer following each school’s awards ceremony.
  - 3.6 Principals shall submit, for approval, to the Superintendent criteria for any and all in-school awards developed by Division schools.

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References: *Board Policy: F/III/3 – Awards Policy*



## Committee of the Whole Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Building Committee  
Subject: Central Office Modernization

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### **Background**

For several years the Building Committee has been actively gathering information and entering into discussions relative to the potential for a Central Office modernization. Discussions have been directed by the need for fiscal responsibility and the Board's reluctance to incur debt while being responsive to meeting the needs of staff.

Furthermore, the Board has assigned \$3.7 million as a capital reserve, most of which was in preparation for any decisions concerning a Central Office modernization. The Board has expressed its reluctance to consider acquiring debt and been intentional in consideration of a modernization that would stay within the capital reserve limit.

At this time the Building Committee has identified as priority areas a new working space for the IT department, second floor renovations with attention to safety and accessibility, adequate washroom facilities and office meeting space.

### **Recommendation**

That the Board of Trustees approve the development of a full scope conceptual design for a Central Office modernization that addresses identified priorities, the first phase of which shall not exceed \$3,000,000.

COMMITTEE 9.7



## Board Memorandum

Date: April 12, 2017  
To: Committee of the Whole  
From: Michèle Dick, Superintendent  
Subject: Nutrition Initiative

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### **Background:**

Attached for Trustee information is an announcement recently provided via email to all school jurisdictions.

In order to support and/or enhance student nutrition initiatives, Sturgeon Public School Division will receive \$141,000 in funding for SY 2017-2018.

Government of Alberta Field Services liaison managers will be following up with each jurisdiction to provide assistance and further information on timelines and next steps.

April 6, 2017

Sent via e-mail from The Honourable David Eggen  
Education Minister

Dear colleagues:

Earlier today, I had the pleasure of joining Premier Rachel Notley to announce the expansion of the targeted school nutrition program for the 2017/18 school year. I am pleased to provide you with some additional information.

Our government is making life better for Albertans by charting a path towards a model that is sustainable for schools. As you are aware, the school nutrition program was first rolled out in the current school year with \$3.5 million in funding to 14 selected school jurisdictions. Through Budget 2017, we are adding \$10 million to the program for the 2017/18 school year and expanding it to every publicly funded school jurisdiction in the province.

The 14 school boards currently participating in the pilot for the 2016/17 school year will each receive \$250,000 in grant funding for the 2017/18 school year, while the remaining 46 school authorities will each receive \$141,000 in grant funding to implement the program. Funds will be distributed to establish or enhance existing nutrition programs and will be targeted for the provision of nutritional meals, including costs associated with ordering, preparation and delivery. Suggested funding is \$5 per student, per day, for the school year. Funds will not be available for the development of infrastructure, such as commercial kitchens or other food handling facilities.

Jurisdictions will be required to submit a detailed project plan (a template will be provided) that outlines how the program will be introduced and/or how the jurisdiction plans to enhance or expand an existing program(s); how the program adheres to the Alberta Nutrition Guidelines for Children and Youth; and a detailed financial plan.

Field Services liaison managers will be following up with each jurisdiction to provide assistance and further information on timelines and next steps.

Our government wants what is best for Alberta's children and students. I appreciate your support and co-operation as this program is introduced across our province.

Sincerely,

David Eggen  
Minister  
Alberta Education  
MLA for Edmonton-Calder

cc: Superintendents of Public, Separate and Francophone School Authorities  
Executive Directors of Stakeholder Associations  
Communications contacts at School Divisions